

LESLIE M. STOVER SCHOOL

P.O. Box 1220
Elgin, S.C. 29045

GRADES 6-8 Middle School

ENROLLMENT 536 Students

PRINCIPAL Dennis A. Reeder 803-438-7414

SUPERINTENDENT Dr. Herbert M. Berg 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	21	20	2	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

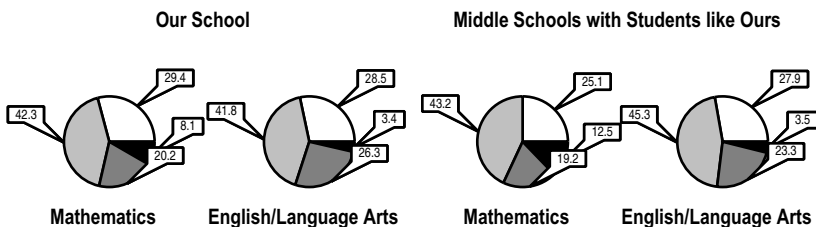
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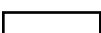
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	178	58
Percent satisfied with learning environment	96.9%	77.3%	70.7%
Percent satisfied with social and physical environment	100.0%	74.9%	47.3%
Percent satisfied with home-school relations	93.8%	81.9%	86.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	547	99.3	28.5	41.8	26.3	3.4	29.7	17.6
Gender								
Male	284	99.3	35.4	39.9	22.4	2.3	24.7	17.6
Female	263	99.2	21.1	43.8	30.6	4.5	35.1	17.6
Racial/Ethnic Group								
White	419	99.8	24.6	44.4	27.7	3.3	31.0	17.6
African-American	107	98.1	41.2	33.0	22.7	3.1	25.8	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	17	94.1	53.3	26.7	13.3	6.7	20.0	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	495	99.6	23.5	43.8	29.0	3.7	32.7	17.6
Disabled	52	96.2	78.3	21.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	547	99.3	28.5	41.8	26.3	3.4	29.7	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	545	99.3	28.2	41.9	26.4	3.4	29.8	17.6
Socio-Economic Status								
Subsidized meals	235	99.1	41.0	38.2	19.3	1.4	20.8	17.6
Full-pay meals	312	99.4	19.5	44.4	31.4	4.8	36.2	17.6

Mathematics								
All students	547	99.6	29.4	42.3	20.2	8.1	28.3	15.5
Gender								
Male	284	99.3	31.2	39.9	19.4	9.5	28.9	15.5
Female	263	100.0	27.6	44.9	21.0	6.6	27.6	15.5
Racial/Ethnic Group								
White	419	99.5	24.4	45.1	21.5	9.0	30.5	15.5
African-American	107	100.0	45.4	36.1	13.4	5.2	18.6	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	17	100.0	56.3	12.5	25.0	6.3	31.3	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	495	99.8	25.4	43.9	21.7	8.9	30.7	15.5
Disabled	52	98.1	69.6	26.1	4.3	N/A	4.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	547	99.6	29.4	42.3	20.2	8.1	28.3	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	545	99.6	29.2	42.5	20.2	8.1	28.4	15.5
Socio-Economic Status								
Subsidized meals	235	100.0	38.2	40.6	17.5	3.8	21.2	15.5
Full-pay meals	312	99.4	23.1	43.5	22.1	11.2	33.3	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	209	N/A	21.6	46.6	29.4	2.5	31.9
	Grade 4	170	N/A	14.3	49.4	33.3	3.0	36.3
	Grade 5	197	N/A	26.4	54.3	17.8	1.5	19.3
	Grade 6	180	N/A	27.0	37.1	29.2	6.7	36.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	191	99.5	28.7	31.6	32.8	6.9	39.7
	Grade 7	172	99.4	23.3	47.2	28.3	1.3	29.6
	Grade 8	184	98.9	33.1	47.1	18.0	1.7	19.8

Mathematics								
2002	Grade 3	209	N/A	23.4	49.3	20.0	7.3	27.3
	Grade 4	170	N/A	12.5	42.3	27.4	17.9	45.2
	Grade 5	197	N/A	25.9	43.1	19.3	11.7	31.0
	Grade 6	180	N/A	25.3	50.0	17.4	7.3	24.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	191	100.0	20.6	30.9	34.3	14.3	48.6
	Grade 7	172	100.0	30.8	45.9	16.4	6.9	23.3
	Grade 8	184	98.9	37.2	50.6	9.3	2.9	12.2

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 536)				
Students enrolled in high school credit courses (grades 7 & 8)	16.2%	N/R	20.2%	14.4%
Retention rate	1.1%	N/A	1.9%	2.3%
Attendance rate	93.6%	N/A	95.5%	95.2%
Eligible for gifted and talented	12.9%	N/A	19.1%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.7%	N/A	14.5%	14.1%
Older than usual for grade	1.5%	N/A	3.7%	4.9%
Suspended or expelled	1.3%	N/R	1.1%	1.3%
Annual dropout rate	N/A	N/A	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	45.5%	N/A	47.2%	47.1%
Continuing contract teachers	90.9%	N/A	87.8%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	71.2%	N/A	86.4%	84.3%
Teacher attendance rate	95.4%	N/R	95.5%	95.0%
Average teacher salary	\$39,019	N/A	\$40,586	\$39,924
Prof. development days/teacher	10.7 days	N/R	10.1 days	10.7 days

School				
Principal's years at school	1.0	N/R	4.0	3.0
Student-teacher ratio	23.3 to 1	N/R	22.0 to 1	21.0 to 1
Prime instructional time	88.2%	N/R	89.5%	88.9%
Dollars spent per pupil*	\$4,400	N/A	\$5,880	\$5,854
Percent spent on teacher salaries*	64.7%	N/A	62.4%	62.0%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	96.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Leslie M. Stover School opened its doors in 2002-2003 as a new middle school. Previously, it had served as an elementary school. Stover serves the Elgin community with 540 students in grades 6 through 8. Students, faculty, and the community made the transition year from elementary to middle a very successful one.

Academically, Stover offered a challenging and integrated curriculum that stressed South Carolina Curriculum Standards. Several measures were put in place to improve PACT scores. The school actively used Accelerated Reader and Accelerated Math. Students who scored below basic on PACT were scheduled to take a basic skills course in math and language arts to improve their performance. Also, identified students were eligible to participate in the Extended Day Program, which provided supplemental instruction in math and reading after school. The cafeteria staff implemented a breakfast program that the school staff believes will help improve test scores. Sixth grade students could purchase breakfast items in the hall between the first two classes. This significantly increased the number of students eating breakfast at school. Stover stressed communication with parents through bi-weekly reports, emails, calls, and conferences. The school also hosted Family Nights for all academic areas. This allowed parents the opportunity to see what students were learning.

Stover students and staff won a number of honors this year and participated in many activities. Six students were selected as Junior Scholars. Dave Hardee, media specialist, was selected as Teacher of the Year. The school also chartered a Junior Beta Club and FCA. Stover's Related Arts Department provided students with varied and exciting opportunities. Stover was proud to house the only middle school choral program in Kershaw County. The chorus earned a superior rating at the Carowinds Music Festival. Stover's band program also received a superior rating at the State Concert Festival. Thirteen band students were selected for All Region Band, and one student was selected as an alternate for All State Band. The band also received 27 superior ratings at Solo and Ensemble Festival. Choral Director Carol Smith and PE Coach Evans Martin secured a \$4,000 grant to implement dance instruction.

In athletics, Stover provided a comprehensive program that included football, basketball, volleyball, wrestling, and cheerleading. One student was selected as a state champion wrestler. Stover also was very fortunate to have an active PTO, which helped to raise funds for PACT materials. In addition, the school community raised over \$3400 for the American Cancer Society. In summary, Stover's first year as a middle school was a great year!

Dennis Reeder, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.